

## EVALUATION OF TERM 1 ROUND 2021

Face to face was definitely much better! My first round began through the virtual covid times.

### WHAT TWO THINGS WORKED WELL

#### PRE-ROUND TASK & READINGS

1. The in-depth look into reading not only improved my teaching practice but also has allowed me to give more meaningful feedback to teachers I work with. I really liked the way we deconstructed the readings; the task allowed for an in-depth understanding - it was also an excellent modeled lesson that I could apply when teaching.
2. Synthesizing key concepts in mind maps, or, our case, a visual metaphor, developed our team's ideas, before presenting
3. Keeping the "project" aspect as something that could be completed and presented in the time provided and as something that related directly to the readings
4. The readings were good - and the reading prompts, including the task of making the mind maps supported our understanding
5. The pre-reading task and discussion as it enabled reflection in terms of how the literature can be applied in the classroom, and helped deepen understandings and make connections with prior learning.
6. Suggested readings were interesting and provoked thought
7. The readings were good - and the reading prompts, including the task of making the mind maps supported our understanding

#### OBSERVATION SESSIONS

1. Being able to see 4 classes across stages for the classroom observations. This was great to see as I could see and hear the language that was used consistently at JPPS and it was obvious that all staff were on board and embedding inferences into their programs and their lessons.
2. I found it beneficial to observe all English lessons to focus in on a problem of practice
3. Gaining ideas that I liked from the lessons that I observed.
4. the focus of observations on inferencing provided a deeper understanding of this concept in practice.

#### DEBRIEF

1. Being able to "pull apart" and analyse the lesson with the observation group only focusing on the POP.

#### RECOMMENDATIONS

2. Making time to provide practical next steps to the host school at the end of Day 2 but keeping this simple
3. The data, recommendations and questions generated for us to ponder, are invaluable for our team to inform the next steps in our journey.

## COLLABORATING WITH OTHERS

4. I appreciate and find it most valuable to hear the thoughts of those with the benefit of years of IR experience...
5. Collaborating with colleagues to create a visual about our chosen reading.

## WHAT TWO THINGS COULD BE IMPROVED

### NEW MEMBERS & PRIOR KNOWLEDGE

1. Being new to the rounds, just a quick recap/explanation of some terminology used over the past many years of rounds would be helpful.
2. Could new members of IR complete more background readings involving key POPs in retrospect, in order to bring a finer lens to the analysis of the current POP.
3. Clarification of some key terms such as formative assessment. I found those newer to rounds feel it is more about randomisers and mini whiteboards, rather than the teacher gauging children's understandings through looking at, commenting on and asking questions about the work samples as they move to each group.
4. I know this is hard to avoid but it can be difficult to talk about findings when some people do not know enough about things like formative assessment. Our findings are limited to people's knowledge eg someone new to IR thinking that formative assessment is only about using randomisers or pausing the lesson because the class is confused.

### CREATION OF RECOMMENDATIONS

1. While giving JPPS their recommendations, it would have been better/easier to discuss in "rounds" groups rather than school groups, as we had times where we had to clarify what our groups did, or when talking about one aspect that happened in one group, another group may not have had the same experience.
2. Create and agree on sub headings as we go in the Google Doc when collating our findings from the lesson observations.
3. When combining the findings data, not forcing things together if it wasn't applicable or they don't go together e.g. wait time in classrooms where kids were collaborating. An option *not applicable*, may make the data more reliable.
4. After we co-developed the big ideas we wanted to comment on before we created our findings, it may have been better to share these ideas with the whole group first and then add them to the table on google docs. It could have perhaps avoided the double up with people adding extra headings.

### NOT OVERLOAD

Overall I think ensuring the days are not overloaded with content and we keep the focus on the observations and data from these, as we did for these rounds, is ideal.

### GIVE TEACHERS FEEDBACK

I think there is an opportunity to provide teachers (who ask for it) with feedback. It could be something as simple as 2 pieces of warm feedback and 1 thing they might like to consider in future. Know it is not the point of rounds, but I constantly have teachers who I observed asking for feedback.

### NO IMPROVEMENT

I think they are great I cannot think of greater improvement.

#### ENGAGE AN EXPERT

Engage an 'expert' on the latest POP to visit. I don't know who actually authored the latest DoE Literacy strategies (e.g. specifically inferential reading) but they might be a brilliant resource...

#### IDENTIFY THE EFFECTIVE PRACTICE

Discussion between groups about what was effective teaching practice which was witnessed in some of the lesson observations.

#### SCHOOL GROUPS TIME TO APPLY

Provide time at the end for school groups to discuss 'how I'd apply the learning from this round at my school/class/context'; and

#### VIDEO RECORD LESSONS

an option for video recording of lessons as we are observing so that snippets or one or two lessons could be taken back to schools to share best practice (I know this throws up all sorts of issues but everyone at rounds was very keen to see an exemplar lesson and then if we could share that outstanding practice at our own schools, we could all learn even more!)

#### CAN'T THINK OF ANY IMPROVEMENT X 1

#### SUSTAINABILITY OF IR?